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ABSTRACT

A curriculum guide for Independent living classes in the area of home economics has been developed during the 1978-79 school year. Sponsorship for the activity was provided by North Dakota State Board for Vocational Education and the vocational office of the Grand Forks Public School system. The primary objective of the project was to develop a course outline and a corresponding curriculum guide that would be usable for home economics teachers in more effectively meeting the needs of students in independent living classes. All North Dakota home economics teachers were surveyed last fall to determine their needs in this area. Available resources that might be used in this class were examined and evaluated. A task force of independent living teachers evaluated the guide in regard to the course outline and curriculum organization. Appendices include a summary of the findings, a list of the task force teachers, the proposed course outline, a finalized spring semester outline, and an evaluation of curriculum materials. (Author/BEF)

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CURRICULUM FOR INDEPENDENT LIVING

FINAL REPORT

RUW REPORT NO. 81

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A. BACKGROUND AND OBJECTIVES

Independent living is a relatively new concept in the area of home economics. The class originated as a method of increasing the enrollment of males in home economics programs. Males appeared to be uninterested in this subject area unless a course was offered just for them. About ten years ago such a class was designed and implemented. It was commonly given the title of "bachelor living" or bachelor survival." These classes quickly caught on in popularity and were soon offered in schools around the country as well as in North Dakota. However, with the passage of Title IX these "male only" courses were no longer acceptable. The titles were also inappropriate; therefore, the classes have seen relabeled "independent living."

Although the title change has occurred, change within the curriculum format has not been as rapid. Teachers have expressed frustration over having to teach to such a variety of knowledge and skill levels which commonly occurred when girls were involved in the class. A common belief of some teachers was that girls can take all of the other home economics courses offered to obtain the same information and therefore this class can best suit the needs of males.

The point that is being overlooked is that the overall goal of independent living classes is to prepare young people to more effectively adjust to that first living experience away from home. Other home economics courses are more general and center primarily around the family. In addition, many students do not have the time to fit all of the regular home economics offerings into their already full schedules.

Because of their uncertainty of how to approach this class, many teachers expressed a need for more direction. The State Vocational Home Economics office proposed that this curriculum project be initiated to help meet teachers' needs.

The overall objectives of the project were to (1) examine and evaluate available resources pertaining to independent living classes; (2) to develop a suggested course outline for independent living classes at the senior high and/or basic adult level; (3) to compile curriculum materials for this outline.

B. PROCEDURE

The first step in designing the curriculum materials was to determine the present status of independent living in North Dakota by developing a survey. It was administered during a scheduled meeting for all independent living teachers which was held in conjunction with the home economics session during the North Dakota Education Association meeting in October. Out of 73 teachers who teach the class, 28 teachers attended the meeting. In addition there were 21 regular home economics teachers, both vocational and non-vocational, who sat in on the meeting and also offered their suggestions for course content. The meeting also provided the teachers with a good opportunity to exchange ideas about the present format of their classes.

A second letter was sent to independent living teachers who did not attend the Bismarck meeting. A survey was included which they were asked to complete and return. From the 73 independent living teachers in the state, a total of 55 surveys were returned which is a seventy-five percent return from this particular group.

In addition, a letter and survey were sent to all remaining North Dakota home economics teachers to obtain their ideas about areas that should be stressed in the class.

Seventy-three surveys were returned from this group. There is a total number of 199 vocational home economics teachers in the state. Therefore, the overall survey return was sixty-four percent.

The survey was divided into two sections. (See Appendix A.) The first section consisted of statistical information including the following items:

1. Size of school
2. Number of classes taught/year
3. Average size of classes
4. Percentage of males and females in independent living classes
5. Level at which course is offered
6. Number of years' experience of teaching independent living
7. Number of years of actual teaching experience

The purpose of the statistical section was two fold. First it helped to give an overall picture of where and how independent living was being implemented in North Dakota. Second, it aided in organizing a task force of teachers to assist in developing and evaluating the curriculum. (See Appendix B.)

The second section was devoted to recommendations that instructors had in the following areas:

1. Level of course
2. Length of course
3. Units to be covered
4. Resources needed
5. Curriculum content

A complete summary of survey findings may be found in Appendix A.

The next step of curriculum development was analyzing the recommendation section of the surveys. A proposed course outline was developed from these recommendations. (See Appendix C.) This outline was sent to the task force for their evaluation. A course outline for a semester was then developed from the original outline incorporating the suggestions from the teachers. (See Appendix D.)

Available materials that might relate to independent living were then reviewed and evaluated. These materials included curriculum guides, textbooks, resource books, pamphlets and booklets, and media materials. It was found that very little has actually been written extensively for independent living, especially in the area of curriculum. Other materials do exist but it takes a tremendous organizational effort to use these materials in a sequential manner.

One of the main goals of this curriculum guide was to incorporate the best of these materials into one guide. The guide was developed around the most usable materials found.

A meeting was held for the teacher task force during the North Dakota Home Economics Association Convention which was held in Minot in April. At this time members were given a progress report of the project and a copy of the section "My Role in the Market Place" to evaluate. (See Appendix E.) Copies were also sent to members unable to attend this meeting.

C. SUMMARY AND RECOMMENDATIONS

Based on comments written on the surveys, it appears that there was some misunderstanding about the nature of the class. Some teachers view the course as a replica of home economics I while others see it as identical to family living. The class appears to be emphasized for males in many schools. This statement be further documentated by noting that nineteen schools still have one hundred percent male enrollments in their class while in 17 schools, the class consists of seventy-five percent males. It appears

that bachelor living is still being taught--only under the title of "independent living"-- in some schools to meet the criteria of Title IX.

Units that were most highly recommended included the following:

1. Managing your financial affairs
2. You, the consumer
3. A wise consumer of foods
4. Understanding nutrition
5. Principles of food preparation
6. Taking care of yourself
7. Home is where you live
8. Making or buying clothes

Choice of these units indicates a trend towards consumerism. Considering the present rate of inflation, this is a logical area to emphasize in the classroom. The units that received the highest priority served as the nucleus for the curriculum guide format.

Many educators have expressed the opinion that teachers are relying more extensively on available prepared materials. Teachers just do not have the time to develop all the aids which make education more applicable and interesting. This trend was also reflected by the surveys as teachers placed a high priority on materials that are ready for duplication for immediate use in the classroom. These materials have been very beneficial provided the teacher's own individual touch was added.

The curriculum guide that has been developed contains materials that are ready to use. Each unit contains an objective page with a list of suggested learning activities. In addition most units contain Fact Sheets

that provides the most essential information relating to the particular unit. The instructor can use these sheets as handouts and supplement the information. Activity Sheets are also included with each unit.

This curriculum guide is not intended to be the sole resource for the course. Instead, it is designed to provide the basic outline and guidelines. Instructors are encouraged to supplement the guide with additional references. To achieve maximum potential, instructors are requested to emphasize the concept of "independence" within every unit they teach in the class.

There is room for independent living in our curriculums. The common assumption that everyone will get married within four years after high school is no longer true. More and more young people are electing to remain single for a longer period of time. Both males and females face similar problems as they begin living independently. This class has the potential to better equip high school students to make this transition more smoothly.

Although all the curriculum materials in the world do not guarantee the success of any class, it is hoped that this curriculum guide will provide direction and continuity for independent living courses within North Dakota. Most importantly, it has been designed to help attain the overall goal of independent living which is "maximizing human potential."

APPENDIX A

WHAT DO YOU THINK???

Independent Living Survey

Part I: Statistical Information

Please indicate the responses which best describe your situation

1. Size of high school
   - 6 50-100
   - 30 100-250
   - 7 250-500
   - 2 500-750
   - 3 750-1000
   - 7 over 1000

2. Number of classes of Independent Living taught per year
   - 28 1
   - 17 2
   - 4 3
   - 3 4
   - 3 5 or more

3. Semesters during which Independent Living is taught
   - 15 1st
   - 14 2nd
   - 24 Both

4. Average size of Independent Living classes
   - 6 5-10
   - 22 10-15
   - 22 15-20
   - 5 20-25
   - 0 25 or more

5. Approximate percentage of female student in Independent Living classes
   - 17 25%
   - 13 50%
   - 5 75%
   - 0 100%

6. Approximate percentage of male students in Independent Living classes
   - 5 25%
   - 13 50%
   - 17 75%
   - 19 100%

7. Level at which course is offered

	9th
5	10th
40	11th
54	12th

8. Number of years you have taught this class

18	1
14	2
9	3
8	4
5	5 or more

9. Number of years of actual teaching experience

15	1-3
16	3-5
10	5-10
5	10-15
8	15 or more

10. Some schools are teaching courses entitled Single Living or Contemporary Living. If this applies to you, please explain how these courses differ.

_____

_____

Part II: Recommendations

Please indicate your recommendations for the development of an Independent Living Class.

1. Suggested grade level

6	9th
10	10th
85	11th
10	12th

2. Recommended length of course

9	quarter
102	semester
5	year

3. Suggested units

70	you as an individual
32	you and friends
37	you and family
65	single is super
94	managing your financial affairs
92	you the consumer
82	home is where you live
88	understanding nutrition
43	calories count
92	a wise consumer of foods
92	principles of food preparation and service
68	clothes and you
79	making or buying clothes
40	the art of "renovation"
79	taking care of yourself
65	career opportunities
64	the art of entertaining

	Travel	other (Please specify)
9	Renting an apt.	Laundry
	Clothing care	Kitchen appliances
	Landlords & tenants	Parenting

4. Recommended Resources (please specify) _____

_____

5. In which of the following areas is additional information required?
79 curriculum materials
79 instructional resources (including media)
62 teaching techniques
87 suggested course outline
____ other (please specify) _____

6. Which of the following items would be most beneficial to be included in a curriculum guide?
34 objectives
15 generalizations
57 unit content
76 suggested learning experiences
62 prepared handouts
75 prepared teaching devices
i.e. games, worksheets, etc.
43 evaluations (including tests)
49 suggested resources
____ other suggestions (please specify)_____

If possible, please list the name of a curriculum guide whose format is usable to you.

_____

Would you be willing to serve on a task force* of teachers to aid in the development of this curriculum?
____ yes
____ no

Name _____

School Address _____

Phone _____

*A task force of teachers refers to a group of teachers who would be willing to review prepared curriculum materials and make recommendations. Interaction would take place primarily through the mail and over the telephone.

APPENDIX B

TASK FORCE OF TEACHERS

Sandra Vining	Central Valley High School	Buxton
Ruth Anderson	North High School	Fargo
Carol Bender	Linton High School	Linton
Teresa McElroy	Finley-Sharon High School	Finley
Renee Strand	Harvey High School	Harvey
Alma Nelson	Central High School	Bismarck
Eunice Throlson	Sheyenne High School	Sheyenne
Beverly Witt	Williston High School	Williston
Faye Miller	Underwood High School	Underwood
Karen Roach	Carrington High School	Carrington
Alice Sheppard	Central High School	Grand Forks
Jacqueline Lundquist	Century High School	Bismarck
June Strand	Parshall High School	Parshall
Margaret Doyle	Valley City High School	Valley City
Eileen Mork	Hatton High School	Hatton
Mary Vande Walle	Mandan Senior High School	Mandan
Susan Krueger	West Fargo High School	West Fargo
Karen Botine	State Supervisor	Bismarck
Vicki Neuharth	Asst. State Supervisor	Bismarck

APPENDIX C

PROPOSED COURSE OUTLINE FOR INDEPENDENT LIVING

In examining this proposed course outline, it may appear to duplicate other home economics classes. Two key considerations to remember are: (1) In most cases, independent living is taken by students who do not have an extensive background in home economics. (2) An important characteristic of independent living is that it covers information that is pertinent to the individual (male or female) leaving home and living independently for the first time. Therefore, units in this curriculum are more limited in scope and directed toward a specific target audience; whereas courses in a general home economics curriculum are more family oriented.

I. Me, Myself and I
   - A. What is Independence?
   - B. Who am I?
   - C. Communication--How am I doing?
   - D. Taking care of myself
     1. Protection against violation of personal rights
     2. Selecting a physician
     3. Examining medicine chest drugs

II. I Am What I Eat
   - A. Nutrition--what's in it for me?
     (incorporate calories into this section)
   - B. Basic food preparation
   - C. Safety in the kitchen
   - D. Dollars and "Sense" of food shopping

E. Cooking for one or two

F. Using small appliances creatively

G. Convenience foods

H. The microwave in today's life

III. My Role in the Marketplace

A. Economics: its impact on me

B. Me--the consumer

1. Consumer protection

2. Consumer rights

C. Managing my financial affairs

1. Understanding credit

2. Saving for tomorrow

3. Selecting a bank

4. Budgeting for my lifestyle

D. Selecting Insurance

1. Car

2. Home

3. Health

4. Life

E. Taxes: How they affect me

F. What's in a contract

G. Buying a car

H. Selecting equipment

IV. My Personal Space

A. Home is where I live

B. Housing alternatives

C. Selecting an apartment

D. Reading a lease

E. Furnishing that first home away from home

1. Basics of decorating

2. Furniture selection

3. Plants as an accessory

F. Living with someone vs. living alone

G. Selecting a roommate

H. Security and services

I. Energy considerations

J. Storage

K. Upkeep and supplies

V. Clothes and Me

A. Selecting clothes to fit my image

B. Simple clothing repairs

1. Hemming

2. Sewing on a button

3. Mending jeans

C. The sewing machine

D. Making or buying clothes

E. Care of clothing

F. The importance of labels

G. Considerations in laundry

1. Procedures

2. Selection of products and cycles

VI. My Role in the Community

A. Organizations

B. Legislation: What's my role?

C. Community resources

VII. My First Job

A. Looking for a job

B. Realistic expectations

C. Decision making

D. Applications and resumes

E. The interview

VIII. Leisure Time

A. Entertaining

B. Traveling

C. Crafts and the arts

APPENDIX D

INDEPENDENT LIVING
COURSE OUTLINE

This outline is written for a semester course. A suggested time line is provided. It may appear to duplicate other home economics classes. Two key considerations to remember are: (1) In many instances, independent living is taken by students who do not have an extensive background in home economics; (2) An important characteristic of independent living is that it covers information that is pertinent to the individual (male or female) leaving home and living independently for the first time. Therefore, units in this curriculum are more limited in scope and directed toward a specific target audience; whereas other home economics course offerings are more family orientated.

SECTION	SUGGESTED TIME FRAME
I. Me, Myself and I	1-1/2 weeks
A. What is independence	
B. Communication--how am I doing	
C. Sharing my independence	
D. Keeping healthy	
E. Looking at drugs	

SECTION	SUGGESTED TIME FRAME
II. I Am What I Eat	4 weeks
A. Nutrition--what's in it for me	
B. Weight control	
C. Dollars and "Sense" of food shopping	
D. Food preparation	
E. Saving time with convenience	
F. Using small appliances creatively	
G. Safety in the kitchen	
H. Eating out	
III. My Role In The Market Place	
A. Economics: its impact on me	
B. Me--the consumer	
1. Consumer rights	
2. Consumer protection	
C. Managing my financial affairs	
1. Budget planning	
2. Checking accounts	
3. Consumer credit	
D. Selecting insurance	
1. Home insurance	
2. Car insurance	
3. Health insurance	
4. Life insurance	

SECTION	SUGGESTED TIME FRAME
E. Buying a car	
F. Taxes: how they affect me	
G. What's in a contract	
IV. My Personal Space	4 weeks
A. Home is where I live	
B. Housing alternatives	
C. Selecting an apartment	
D. Reading a lease	
E. Furnishing that first home away from home	
1. Elements and principles of design	
2. Furnishings for the home	
3. Accessories	
F. Energy considerations	
V. Clothes and Me	3-1/2 weeks
A. Selecting my wardrobe	
B. Purchasing clothes	
C. Considerations in laundry	
D. Recycling clothing	
E. Using the sewing machine	

APPENDIX E

INDEPENDENT LIVING PROJECT

EVALUATION OF CURRICULUM MATERIALS

After examining the sample curriculum materials in terms of suitability and usuability for an independent living class, please complete this form by checking the appropriate box. Any additional comments will be most appreciated

	Very Useful	Somewhat Useful	Not Useful	Comments
1. Format -material organized in logical manner				
2. Content -adequate information is provided to aid in development of unit				
3. Concepts -concepts suitable for this class				
4. Objectives -stated clearly -logical -measurable				
5. Suggested Learning Experiences -correspond with unit -thoroughly explained				
6. Fact Sheets -provide framework from which to develop unit				
7. Activity Sheets -clear and concise -easy to utilize				
8. Resources (complete bibliography will be included with entire curriculum guide)				
9. Overall Usuability				

What recommendations do you suggest to improve this format? Include any deletions or additions that you feel would make this guide more valuable.

Please list the concepts related to Foods and Nutrition and Textiles and Clothing that you feel are important to include in an independent living class.

Foods and Nutrition	Textiles and Clothing

Thank you for taking the time to complete this evaluation! Please return this form by May 4 to:

Kathy Cilz
302 N 49th St.
Grand Forks, ND 58201